

**Step 1: Review student's eligibility for the CRT-Alternate (this decision is likely already determined for the Spring 2010 CRT). Eligibility guidelines are online:**

<http://www.opi.mt.gov/PUB/PDF/Assessment/CRT/TA/09CRTAltGuidance.pdf>



- If the student is considered have a significant cognitive disability and is eligible to take the CRT-Alternate, then he/she is not eligible for the CRT-M Pilot Test.
- If the student is not eligible for the CRT-Alt, then he/she may be considered for the CRT-M Pilot Test. Complete Steps 2 and 3 below.

**Step 2: Complete the CRT-M Student Characteristic Checklist, Sections A, B, and C.**

Consider student's characteristics separately for Reading and Math.  
Check all statements that are true of the student.

### CRT-M Student Characteristic Checklist

#### A. Learning Characteristics

*Cognitive abilities and communication skills*

The student has difficulty with:

Reading Math

- |                          |                          |                                                                                                                  |
|--------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. abstract, inferential, or symbolic thinking. Student is a concrete learner.                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. self-monitoring and self-evaluation.                                                                          |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. short-term memory, which interferes with retention, sequencing, and understanding or carrying out directions. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. transferring what is learned from one situation to another.                                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. maintaining attention to the extent that it interferes with learning new material.                            |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. grade level vocabulary, especially words with multiple meanings and technical terms.                          |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. receptive and/or expressive language skills.                                                                  |

#### B. Instructional Supports

*Adjustments needed for the student to participate in the general curriculum (e.g., accommodations/ modifications, instructional supports)*

The student requires:

Reading Math

- |                          |                          |                                                                                                                                                                                                                                           |
|--------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 8. instruction in individualized or small group settings with clear expectations for performance.                                                                                                                                         |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. differentiated/modified content and expectations for instruction and classroom assessment, such as adjustment of text and vocabulary to student's instructional level, shortened assignments, or fewer details in writing assignments. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. information organized in smaller "chunks" with less dense text, directions given step-by-step, and guidance to sort out irrelevant or less important information.                                                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. concrete learning aids, such as demonstrations, visuals, graphic organizers, manipulatives, calculators, or fact sheets.                                                                                                              |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. instruction in pre-requisite skills, pre-teaching and re-teaching of academic concepts, and extra practice on essential skills.                                                                                                       |

### C. Academic Achievement

*Classroom performance and pattern of progress on tests*

The student demonstrates:

Reading Math

- |                          |                          |                                                                                                                                                                                                                     |
|--------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 13. difficulty keeping up with grade level work, even with appropriate and individualized instruction and sufficient opportunities to learn grade level content.                                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. insufficient progress due to significant deficits caused by his/her disability in the content area(s). Even though progress is consistent, the student is not progressing at the rate expected for grade level. |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. difficulty showing what he/she actually knows and can do on state assessments.                                                                                                                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. persistent low achievement over time (2-3 years) on summative tests.                                                                                                                                            |

Total Checked Boxes for **Sections A, B & C** (Possible Score 0-16)

☐

Reading

☐

Mathematics

### Step 3: Determine if the student is eligible for the CRT-M Pilot Test

- Check those statements that are true of the student:

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1. The student demonstrates at least 12 (75%) of the characteristics in Reading and/or Mathematics in step 2 on the CRT-M Student Characteristics Checklist.

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2. The student has an active IEP and receives services under the Individuals with Disabilities Education Act (IDEA).

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3. The student's learning objectives and expected outcomes focus on instruction and achievement in grade level academic content, as illustrated in the student's IEP's annual goals and short-term objectives.

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Total Checked Boxes for Step 3



- If the number of checked boxes equals 3, then the student is eligible to take the CRT-M Pilot Test
- If the number of checked boxes is less than 3, then the student is not eligible to take the CRT-M Pilot Test.